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diars' book campaigns, etc. The librarians' and teachers' greatest opportunity, however, is to fuse this enthusiasm for one great cause into an active, constructive patriotism that will give generous and loyal service to our country in peace as well as in war.

Miss Babcock in her paper supplemented the statements of Miss Baldwin by telling of the work in the Austin High School Branch of Chicago, substantially as follows:

Teachers are informed of the material of general interest for the teaching of patriotism contained in the library, by mimeographed bulletins; if more specialized, this information is conveyed by personal note or interview. A marked copy tucked in the teachers' box often brings good results. In order to locate articles appearing in the magazines quickly, simple penciled cards referring to the articles are filed in an index and kept on one of the tables and thus anticipate the coming of the new Readers' Guide.

During the various campaigns, the library has displayed all posters and notices in its room and kept on hand literature bearing on the subject. It has been the policy of the school to use the public speaking classes to make the appeals. This was first tried with the A. L. A. book drive. The library was headquarters but the school organizations were utilized, thereby gaining wider publicity and interest. The "two-minute men" used the library as the source of their material for speeches, circulars, advertisements, pamphlets, editorials, addresses and the like.

The various government bulletins were used as a basis for class work, also clippings, pictures and the Readers' Guide. A recipe file was started in the card catalog. Exhibits of food uses, such as a model meal for a child of five and the daily rations of the fighting nations, were shown, together with all available material in printed form.

Miss Eaton in her paper deplored the fact that though the word patriotism has

been written and spoken more often than ever before, we have not altogether succeeded in teaching true patriotism so long as the stirring up of hatred and violence is defended as a legitimate and necessary means of awakening the people. Miss Eaton said in part:

If we have ever felt for a moment that the work of a school library lacks contact with realities, surely we need feel so no longer, for the school library if it well fills its appointed task will be helping to eliminate passion and hate as well as to do away with that self-satisfied indifference which refuses to recognize the meaning of all that the nations of the world are undergoing. One way in which the school libraries can do this is by familiarizing children with the highest ideals of the past as a safeguard for the present.

Annie C. Moore, Miss Mary E. Ahern, Dr. Sherman Williams, Miss Adeline B. Zachert and Mr. Willis S. Kerr participated in the discussion which followed the reading of the three papers.

Miss Elisabeth Knapp, chief of the children's department of the Detroit Public Library, read a report of the library committee of the Junior Red Cross. This report defined the purpose of the committee, suggested methods of coordinating library service with Red Cross activities and outlined the plan of cooperating with other organizations, such as the National Educational Association. This report was endorsed by the School Libraries Section.

The following officers were elected to serve the School Libraries Section next year: President, Helen S. Babcock, Public Library, Chicago; secretary, Annie T. Eaton, Lincoln School, Teachers College, New York City.

ADELINE B. ZACHERT,
Secretary.

CAMP HOSPITAL LIBRARIANS ROUND TABLE

The Hospital Librarians Round Table which met at 2:30 p. m., July 2, dealt with two distinct phases of the work: the growing activities in the local hospital libraries, and reconstruction work.

Electra C. Doren, Anna G. Hall, Kathleen Calhoun, of the Vocational Branch, Invalided Soldiers' Commission, Ottawa, Canada, W. O. Carson, also of Canada, and several others spoke of what is being done

by the Red Cross Institute for Crippled and Disabled Soldiers, and other activities in the matter of reconstruction.

Miss Caroline Webster presented a paper on

THE ORGANIZATION OF HOSPITAL LIBRARY
SERVICE

(See p. 231)

Miss Miriam E. Carey, field representative in the hospital service, followed with a paper entitled

FROM CAMP TO CAMP: THE WORK OF A FIELD
REPRESENTATIVE

(See p. 225)

The next paper was presented by Miss E. Kathleen Jones, librarian McLean Hospital, Waverley, Mass., who took for her subject

WHAT A BASE HOSPITAL LIBRARIAN SHOULD
KNOW

(See p. 226)

The final paper on the program was that of Miss Blanche Galloway, librarian Pelham Bay (N. Y.) Naval Training Station, Miss Galloway's subject being

A WOMAN AMONG TEN THOUSAND BLUE-
JACKETS

(See p. 223)

LENDING DEPARTMENT ROUND TABLE

The Lending Department Round Table met July 3, with an attendance of about seventy-five. In the absence of Miss Jeanette M. Drake, Mr. Everett R. Perry read her paper, entitled-

ELIMINATION OF THE USE OF READERS' CARDS
IN THE PUBLIC LIBRARY

(See p. 219)

An excerpt from a letter from Miss Miriam B. Wharton, librarian of the Burlington Free Public Library, to Miss Drake was presented, as follows:

I see by the announcements of the A. L. A. meeting that you are to talk on the "Elimination of the readers' card." I am so glad and hope your good words will lead others in the way. After your state meeting where your experiment was discussed, I came home and immediately tried it out: that was almost two years ago and we are still enthusiastic, and the public are so relieved. Cedar Rapids and Oskaloosa have since followed and are equally rejoiced with the change, so you cannot be too enthusiastic.

In the discussion these facts were brought out:

Redlands has followed suit in eliminating borrower's cards. Rochester tried dispensing with them at one of the sub-branches but had to go back to using the card. Wilmington has tried to shorten and simplify the process of charging and finds the Newark system the best. The

Sioux City way does not shorten the process nor lessen congestion at the charging desk.

Newark thinks it could be used in small libraries but it means increased waiting and work for the borrower. Mr. Dana furthermore said that for twenty-five years he had been trying to find a simpler method than the Newark and found that any means used for saving the library meant extra work for the patron.

The consensus of opinion was that the Sioux City system would not work or be feasible in a large library system.

The question box brought forth the following queries:

1. How have the libraries near the training camps for soldiers and sailors handled these men when they presented themselves as would-be patrons?

Omaha lost so many books, a deposit was required; this was not successful, as the men frequently were called away with so little notice they could not get the money refunded. Now books are sent to the camps and placed in charge of the Y. M. C. A.

Wilmington also makes deposits in the camp, the A. L. A. supplying the needed technical books. The question of fines has not arisen, as the soldiers return their books promptly. Omaha and Newark remit fines, Elizabeth treats the soldier as a regular patron except that the officer's signature takes the place of any other reference.